

## **Four – Two – One**

This strategy helps students focus on the most significant ideas in a passage.

### **Teacher Preparation:**

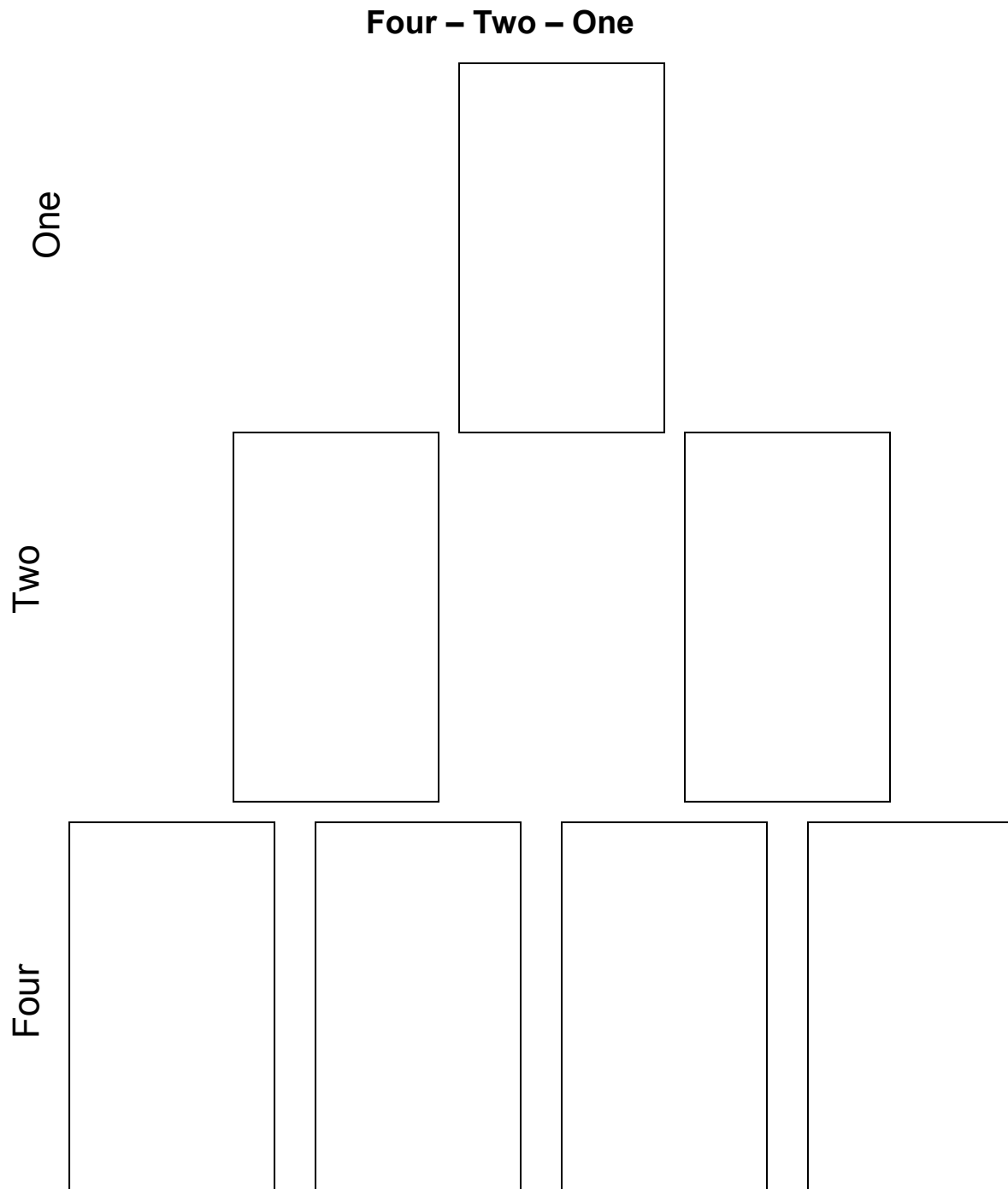
1. Select the reading passage.
2. Make a copy of the Four – Two – One graphic organizer (2-1-2) for each student.

### **Lesson Plan:**

1. Students read the passage and individually generate four words that capture the most important aspects of the passage.
2. Each student shares with a partner. The pair then creates a common list of four words.
3. Each pair joins with another pair. The four students work together to narrow the list to two words.
4. Finally, determine the word that best represents the most important learning of the experience.
5. All final words are shared with the entire class. Each student then writes a summary with the words.

A variation of this activity: the students generate phrases or sentences instead of words.

Adapted from a workshop conducted by Daniel R. Moirao for the Academically Gifted Department of the Wake County Public School System in April, 2006



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## Four-Two-One

### Benefits:

- Students focus on the most significant ideas
- Students evaluate ideas
- Students think about and defend their choices
- Students critique ideas
- Students revisit the text for support
- Students practice consensus building
- Students filter important information

| Applications in the Classroom  | Meeting the Diverse Needs of Students  |
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| <ul style="list-style-type: none"> <li>- As a summarization tool</li> <li>- Check for understanding</li> <li>- Metacognition: Opportunities for students to discuss their thinking and reasoning</li> <li>- As a class review: Create a class list of the final words</li> <li>- As a reading/ interpretation strategy to identify key concepts</li> <li>- On-going formative assessments</li> </ul>         | <ul style="list-style-type: none"> <li>- Complexity and challenge through higher-order thinking (HOT) skills.</li> <li>- Open-ended activity</li> <li>- Provides scaffolded support for students</li> <li>- Opportunities for collaboration</li> <li>- Opportunity for movement (Note: Middle school students need to move every 10-15 minutes to support optimal brain function.)</li> <li>- Flexible grouping</li> <li>- Student self assessment</li> </ul>                |
| Content-Area Examples Collected from Workshop Participants   |  |
| <p>English:</p> <ul style="list-style-type: none"> <li>- In theme development, students narrowed down their ideas and picked the best.</li> <li>- To identify top poems for an identified purpose from a larger group</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>- Used to isolate important information in using formulas and 2-step equations in solving real-life problems</li> </ul> | <p>Art:</p> <ul style="list-style-type: none"> <li>- In a portrait unit, this strategy was used to assess the students' understanding of the essential concepts of drawing the facial features. It opened up conversation and critique about the needs for improvements in the drawings. It provided an opportunity for correcting misconceptions, making suggestions, and reinforcing strengths. There was a marked improvement in the quality of the portraits.</li> </ul> |